

Job Description

South Chingford Foundation School

Job Title:	Assistant Principal
Responsible To:	Head of School and CEO/Executive Principal
Grade/Pay Range:	L12-16

Purpose of Job

To provide professional leadership of South Chingford Foundation School, secure our continued success and development, and ensure high quality education for all students. To be responsible for the management of specific whole school developments and in conjunction with the Head of School, the management of all the staff and the general organisation of the school. To be responsible for promoting the safety of our students and safeguarding the welfare of children and young people within the School

Principal duties

- The main responsibilities for this post will be established in response to individual candidates.

Line Management Responsibilities

- Subject Lead (s) to be confirmed

General

- These above-mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the School.
- Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
- To be committed to, and comply with, all school policies.
- To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.
- To participate in appraisals annually in line with school policy.
- To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively.
- To manage both internal and external relationships, striving for excellence in stakeholder satisfaction.
- To work effectively and successfully in your team within school.
- Take an active role in the recruitment of new staff.
- Be a visible, proactive presence around the school supporting an ordered and structured environment.

- Support the school's curriculum
- Lead school Assemblies when required.
- To interview applicants to the school as deemed appropriate.
- Participate fully in Performance Management.
- Provide support to the Executive Principal/ Head of School in respect of disciplinary, capability or grievance issues in line with the trust grievance and disciplinary policies.
- Cover for the Executive Principal, Head of School and Vice Principal if they are absent from school (as requested by the Executive Principal or Head of School).
- Undertake a reduced teaching timetable.
- Contribute to the school INSET programme.
- Attend all SLT meetings.
- Be available during the summer holidays to offer guidance and support post GCSE and A level results days.
- Represent the school at public events.
- To support the marketing events to promote the school

Other requirements

- To have an up-to date Enhanced DBS Disclosure.

Safeguarding

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are recruited through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to their post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LBWF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence, safeguarding children, other vulnerable people and themselves. Their includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance, which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

Name of Post Holder

Signature Date

Person Specification

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND EXPERIENCE	
Graduate with Qualified Teacher Status	AF
Evidence of leadership preparation through Continuous Professional Development	AF
Experience of secondary school(s) as a Senior Leader	AF
Experience of having secured on-going student progress through own teaching	AF
Direct experience of: at least 2 years' experience at senior leadership level understanding of key educational issues/change, combined with the ability to lead and coordinate their effective implementation successful and proven track record of innovation and leading change with a demonstrable impact on school improvement record of sustained progress in learning with improved outcomes for students successful line management of key areas of responsibility and holding others to account experience of developing quality assurance programmes and evidence of successful outcomes experience of effectively working with others including parents, governors and external agencies	AF/I/R
Development of effective and sustainable relationships, respect and credibility, working with key stakeholders including staff, pupils, families, Governors, other schools, the wider community and other external partners and organisations	AF/R
Experience of effective management of people and financial resources	AF
Understanding of the OFSTED framework	AF/I/R/AA
QUALITIES AND KNOWLEDGE	
Having vision and ambition with the ability to implement it strategically.	AF/I/R
Able to build and communicate a coherent vision of excellence and equality, empowering all pupils and staff to contribute and achieve their full potential	AF/I

Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on pupils' attainment, behaviour and attitudes.	AF/R
Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance management, Continuous Professional Development and sustained school improvement	AF/I/R
Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate.	AF/I/AA
Political insight and knowledge of national trends that could impact upon both the school and the Chingford Academies Trust	AF/I/R
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development	AF/R
Willingness to actively participate in professional learning.	AF
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
PUPILS AND STAFF	
Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students are able to achieve their full potential	AF/I
Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example.	AF/I
Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes	AF/I
Commitment to provide a rich and varied curriculum to meet the needs of all pupils	AF/I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor and under performance across the school	AF/I/R
Commitment to and ability to implement an ethos of the highest standards of pupil behaviour, standards and welfare	AF/I
SYSTEMS AND PROCESS	
An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data	AF/I

from a range of sources in order to maximise the achievement of all pupils.	
Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff	AF/I
Ability to develop and maintain effective relationships with the Local Governing Body to ensure effective governance and successful implementation of the Governor's responsibilities	AF/I
Effective people management capabilities, including understanding of the role of Appraisal and Performance Management in staff development and school improvement	AF/I
SELF-IMPROVING SCHOOL SYSTEM	
An understanding of, and sensitivity to, the needs of all members of the school and wider community	AF/I/R
The ability to build trusting relationships and inspire commitment to support both the academic, spiritual, moral, social and cultural development of pupils	AF/I
Ability to engage the school community in systematic and rigorous self- evaluation, combining the outcomes of this with external evaluations to support the continuous development of the school	AF/I
Commitment to collaborative working both internally and with other schools to improve outcomes and the ability to develop opportunities, initiatives and partnerships to derive maximum benefit for the school and its stakeholders	AF/I
SKILLS	
Capacity to motivate, inspire and challenge young people.	AF/I/R
Ability to communicate a vision and inspire others.	AF/I
Celebrate excellence and challenge poor performance.	AF/I
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I
Ability to prioritise, plan and organise themselves and others, using time effectively	AF/I
Ability to build positive relationships with colleagues, students and parents	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I

Ability to teach Key Stage 3 and 4	AF
QUALITIES AND ATTRIBUTES	
Passionate about education, inclusion and success for all, leading by example with optimism, empathy and integrity to inspire, motivation and generate trust in others	I
Highly effective and creative communicator (oral and written)	I
Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners	I
Ambitious, driven and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence, and recognise and deal effectively with poor performance	I
Ability to generate commitment and develop strong teams to manage change effectively	I/R
Have a visible and positive presence around school	I
Ability to work under pressure and prioritise effectively	I/R
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference